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To summarize:

Aims.

- First. Acquirement of knowledge of geometrical truths.
- Second. Power of logical geometrical reasoning.
- Third. Development of sagacity.

Difficulties.

- First. Dazed condition in early part of the work.
- Second. *Memorizing* instead of *reasoning*.
- Third. Inability to attack new propositions.

Remedies.

For the first difficulty. Preliminary discussion of the nature of proof.

For the second and third. Original work.

POTSDAM NORMAL SCHOOL,

POTSDAM, N. Y.

WHAT SHOULD BE THE AIMS IN TEACHING ALGEBRA AND HOW ATTAIN THEM.*

BY ARTHUR M. CURTIS.

The aims in teaching algebra are largely those that govern the teaching of any subject:

The first and most essential aim must be to enlist the interest of the pupil in the subject to the end that he will put forth *persistent* effort in its mastery.

From the nature of the subject there are three special aims that may well claim the attention of the teacher:

1. To increase the pupil's knowledge of mathematical shorthand.
2. To increase the pupil's knowledge of truth, mathematical truth, in preparing him for future work in college and technical schools.
3. To establish in the mind of the pupil the firm belief that he can *of himself* distinguish truth from error and to see to it that he *forms the habit of proving all things*.

The means are the following:

* Abstract of a paper read at the meeting of the Syracuse Section, December 29, 1908.

1. The teacher, thoroughly believing in the aims and strong enough to execute for them.
2. Pupils possessing a reasonable degree of aptitude.
3. A school wherein the spirit of earnest effort predominates.
4. A book—almost any book with plenty of problems *and a teacher.*

ONEONTA NORMAL SCHOOL,
ONEONTA, N. Y.

NOTES AND NEWS.

THE MATHEMATICS TEACHER is sent free to every member of the association who has paid his dues, and it is hoped that each member may interest another in the magazine and the association and send their names to the secretary for membership.

THE ANNUAL MEETING was held at Franklin and Marshall College, Lancaster, Pa., November 28, 1908.

The treasurer's report, showing a balance of \$358.53 on hand, was audited and found correct.

The chairman of the Algebra Syllabus Committee reported the work well under way, and asked for a time extension of one year in which to finish the syllabus. The request was granted, but the sense of the meeting was that the work should be in finished shape by the next annual meeting.

The following delegates and committees were appointed:

Delegates to the American Federation—L. S. Hulbert, Daniel D. Feldman, I. J. Schwatt, Eugene R. Smith, J. T. Rorer, David Eugene Smith, Edwin S. Crawley, W. H. Metzler, W. A. Cornish, William Betz.

Committee on Publication—William H. Metzler, chairman and editor-in-chief, Jonathan T. Rorer, Eugene Randolph Smith.

Committee to Investigate the Present Condition of Mathematics in Continuation Schools—William E. Breckenridge, chairman, two others to be appointed.

Proposed Amendment.—Paragraph I of Section VI to read: "The annual meeting shall be held at a time and place to be selected by the Council."